School Site Level

CALIFORNIA LEAST RESTRICTIVE ENVIRONMENT (LRE)

SELF ASSESSMENT

and

CONTINUOUS IMPROVEMENT ACTIVITIES TOOL

California's LRE Initiative

Supporting access to appropriate educational opportunities, supports and outcomes for ALL students

Process for using **LRE Self-Assessment Tool**

The following process is helpful as districts begin to examine their practices to create improved educational options for students with disabilities in the Least Restrictive Environment.

- Establish improvement team.
 - Form stakeholder's workgroup or use existing team.
- 2. Conduct site assessment the LRE Self-Assessment Tool.
 - Team will meet to go through the needs assessment;
 - Rate practices based on evidence.
 - Identify need areas.
 - List any improvement strategies that come up during discussions.
- 3. **Summarize** using the summary sheet (page 20).
 - Average scores for each section transfer this number to the summary sheet.
 - Summarize needs for section and list on summary sheet.
 - List any improvement strategies discussed on summary sheet.
- 4. **Brainstorm solutions** using SODAS process (page 21).
 - For need areas where improvement activities have not been identified; brainstorm possible solutions using SODAS process.
- 5. Develop Action Plan (page 22).
 - Select improvement activities and put into an action plan.
- 5. **Implement** Action Plan.
- 6. The initial self-assessment findings can be used as a **baseline** for progress on you action plan. After implementation of the plan, team can conduct the self-assessment again to determine progress on the LRE plan.

CALIFORNIA LEAST RESTRICTIVE ENVIRONMENT (LRE) SELF ASSESSMENT and **CONTINUOUS IMPROVEMENT ACTIVITIES School Site Level**

Contact Person:		Date Comp	leted:
Telephone Number:	Fax Number:	E	mail Address :
IMPROVEMENT TEAM: S	chool name:		
Name	Principal	Name	GE Admin
Name	SE Admin	Name	GE Teacher
Name	SE Teacher	Name	DIS Representative
Name	 Teacher Association/Union	Name	 Other

California's LRE Initiative

Instructions:

- 1. Utilize an existing state-level school improvement team or establish a separate team to focus on establishing and carrying out school-wide efforts that are consistent with and support the LRE requirements of federal and state law as well as effective research and practice based LRE strategies. This site-based improvement team may be made up of the school principal, special and general education teachers, DIS representative, a union representative, an educational assistant representative, and general and special education parents.
- 2. Using data (e.g., CASEMIS and other) and your Improvement Team's knowledge of programs, services, and initiatives supported by the district, please complete the following Self-Assessment Protocol. Rate each LRE indicator according to the following rating scale:
 - 4 = Fully
 - 3 = Substantially
 - 2 = Partially
 - 1 = Minimally
- 3 The survey is designed to reveal how a site supports schools in seven categories that directly impact student achievement:
 - 0. Vision, Expectation, Leadership & Climate
 - 1. Instructional Program
 - 2. Instructional Time
 - 3. School Principals' Instructional Leadership Training
 - 4. Credentialed Teachers and Teacher Professional Development Opportunity
 - 5. Student Achievement Monitoring System
 - 6. On-going Instructional Assistance and Support for Teachers
 - 7. Monthly Collaboration by Grade level for Teachers Facilitated by the Principal
 - 8. Lesson Pacing Schedule
 - 9. Fiscal Support
- 4. At the end of each major topic section there is a box for an "section average score". Please average all the scores for that section and write that score in the box at the end of the section. This will also be the score that will be transferred to the summary sheet (pg. 17) at the end of the document.
- 5. Any LRE feature rated 1, 2, or 3 requires improvement strategies to be identified and implemented as a supplement to other school-level improvement plan or a separate LRE school improvement plan. Column 3 can be used to provide information to support the rating. Column 4 can be used for documenting improvement activities that will be included within the Site LRE Improvement Plan.

COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
Vision, expectations, leadership & climate			
 0.1 The school has a vision that values and celebrates student diversity. □ There is evidence of guiding principles which encourage and support:	1 2 3 4		

	COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
	Students with disabilities start and end the school day as well as recess and			
	other activities at the same time as for all other students.			
	School policies reflect the premise that all students belong first in general			
	education classrooms with supports to the child and staff, regardless of			
	disability School policies and practices reflect and positive behavior supports that			
	School policies and practices reflect safety and positive behavior supports that are implemented school-wide for all students.			
0.3 St	udents are educated within schools they would attend if not	1 2 3 4		
	sabled.			
	Natural proportions of students are evident.			
	If a student is attending a non-public school/agency or any other program outside the			
	school, provisions in the IEP should include that student's participation in public school			
	activities, as appropriate.			
	All students have access to the full range of services(e.g., Title 1 services, other remedial classes, honor/advanced placement classes, after school programs, and			
	extracurricular activities).			
	Classroom programs within the school are located to facilitate meaningful interaction and			
	integration.	1 2 3 4		
	rents are embraced as equal partners and are fully involved in their			
ch	ild's educational program.			
	Parental input regarding their child's strengths as well as ideas for effective			
	adaptations and accommodations are solicited.			
	Parents and their children are supported to effectively participate in the IEP process (e.g., translators, location, and time of day).			
	Parents are provided opportunities for IEP/LRE training from the school district,			
	SELPA, CAC, and other community-based organizations.			
	Outreach to families, including those of cultural and economic diversity is			
	provided to solicit their participation.			
	Appropriate support services are provided for families to support their children's			
	success.			
0.5 St	udents are involved in their IEP/LRE discussions.	1 2 3 4		
	Students are prepared and supported to effectively participate in the IEP			
	process			
	Students participate in the educational process, including their IEP meeting.			
	Section average score:			

COMPONENTS AND FEATURES OF LRE	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
Instructional Program Instruction for students with disabilities in reading/language arts utilizes the most recent State Board of Education-adopted core and/or intervention programs. Instruction for students with disabilities in mathematics utilizes	1 2 3 4		
the most recent State Board of Education-adopted core and/or intervention programs.			
 1.3 There are effective school strategies in general education including early prevention/student support practices and coaching that promote successful learning. Effective classroom/program instruction in general education, including early prevention, is supported by the school as the first premise on which to build successful services in the LRE. Components of the School Plan focus on quality instruction and improved outcomes for all students. The school has an effective student success team and/or other early prevention/support systems or structures. The school provides supplementary supports and services to ensure access to the general education curriculum for all students and preschool developmentally appropriate activities. 	1 2 3 4		
1.4 Research- and practice based services and strategies are provided to meet unique students' needs to access the general	1 2 3 4		
 Curriculum. The principal provides research-based best practices literature to inform the school staff of the array of services and strategies that support implementation of the LRE. There are school-wide general education support programs (e.g., cooperative learning, curriculum adaptation, peer-mediated learning approaches, direct instruction, reciprocal teaching, social skills training, positive behavior supports, study skills training, mastery learning) available to students. There is an appropriate array of services and strategies available for students as identified on their IEPs. 	1 2 3 4		

COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
1.5 There are program organizational structures at the school that	1 2 3 4		
facilitate LRE.			
There is adequate, regularly scheduled, on-going planning time for general and special education teachers and other staff to collaborate.			
 Students with disabilities have access to all instructional materials (including 			
appropriate textbooks).			
The school implements innovative and creative strategies in order to meet			
the needs of students with disabilities.			
1.6 There are classroom organizational structures at the school	1 2 3 4		
level that facilitate LRE.	1 2 3 4		
The school promotes flexible and accessible student groupings, authentic			
and meaningful learning experiences, and developmentally appropriate			
curricula linked to the general education curriculum. There is access to appropriate materials and supplies within the general			
education classroom/school to support students and programs.			
 Schools provide adequate space for educating students with disabilities in 			
order to facilitate meaningful interaction, integration, and access to the core			
curriculum. Classroom and student assignments within the school are made to facilitate			
interactions among all students.			
4.7. There is a demonstrate accept to acceptive and instructional			
1.7 There is adequate access to assistive and instructional technology in order to support students in the LRE.	1 2 3 4		
□ A plan has been adopted for the provision of necessary assistive and			
instructional technology.			
The school has access to qualified and well-trained staff who can assess			
technology in planning and implementation of IEPs.			
Technology is continually evaluated to determine adequacy and appropriateness, including maintenance and need for upgrade.			
appropriateriess, including maintenance and need for apgrade.			

COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
1.8 There are school and classroom modifications, adaptations, and accommodations. Pre-referral strategies are clearly documented and provided. Classroom modifications, adaptations, and accommodations are included within student IEPs and provided in all settings. Ongoing monitoring of student progress provides information regarding effectiveness of classroom modifications, adaptations, and accommodations. 1.9 There are physical modifications and accommodations to support students in the LRE. Schools and classrooms are accessible to all students. There is ongoing evaluation of the physical adaptations, modifications, accommodations, and assistance provided, with improvements planned and implemented based on the findings. Section average score:	1 2 3 4		

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
Instructional Time 2.1 Appropriate, uninterrupted instructional and intervention time in reading/language arts with appropriate supports and accommodations throughout the day as needed for students with disabilities based on their learning needs.	1 2 3 4		
2.2 Appropriate, uninterrupted instructional and intervention time in math with appropriate supports and accommodations throughout the day as needed for students with disabilities based on their learning needs.	1 2 3 4		
 2.3 Student Access to High School Standards-aligned Core Courses The school's master schedule reflects additional time for differentiated instruction throughout the day as needed for students with disabilities based on their learning needs to master the required skills to pass the CAHSEE. 	1 2 3 4		
Section average score:			

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
 3. School Principals' Instructional Leadership Training. 3.1 Leadership is supportive of the implementation of LRE and of other school initiatives and activities that reflect the LRE. The school principal sets a positive tone about students with disabilities, monitors the implementation of LRE, supports best practices, and takes ownership for all students and personnel at the school site. The principal demonstrates leadership for serving all students by playing an active role in the SST and IEP processes. The principal includes implementation of LRE mandates in his/her evaluation of teachers in the school. The principal understands the systemic strategies needed to support LRE (e.g., professional development/ coaching, peer supports, common planning time, coordinated transportation schedules, and integration of these within the school site plan). 3.2 School's principal and vice-principal are trained on compliance with special education law, development and implementation of the contents of IEPs, and ensuring access to the general curriculum for students with disabilities 	1 2 3 4		
Section average score			

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
4. Credentialed Teachers and Teacher Professional			
Development Opportunity.			
 4.1 Ongoing training that supports understanding and knowledge of students with disabilities is readily available for school staff. School staff have received information and training regarding LRE legal requirements and best practices. Staff development is provided at the school level that includes a focus on LRE legal requirements. The principal has received staff training on State and Federal mandates, including LRE. (or Assistant Principal) Parents are provided opportunities for IEP/LRE training from school districts, SELPA, CAC, and other community-based organizations. Training regarding assessment is provided for staff and parents. 4.2 Supports are provided to teachers and other school staff in meeting the LRE needs of all students. Fully credentialed and appropriately trained staff are available to support implementation of LRE. The school engages in effective recruitment and retention efforts with the goal of having fully qualified staff. Ongoing mentoring and coaching are provided at the school site. Materials, supports, and related media/web resources are made available for implementation of IEPs. 4.3 Paraprofessionals provide support for special and general education teachers in the implementation of LRE for students The role of the paraprofessional, including the paraprofessional, general education teachers, approfessional, under the guidance and support of general and special education teachers, actively support students' participation in the classroom/program. The paraprofessional is aware of the supports and services required in the students' IEP. 	1 2 3 4		

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
4.4 The district provides the school's special education teachers and paraprofessionals the AB 466 Professional Development Program through a State Board-authorized provider in the regularly scheduled training for all other teachers. The training features the district's adopted basic program and/or intervention programs for reading/language arts for each teacher's grade level or program level.	1 2 3 4		
4.5 The district provides the school's teachers (including the special education teachers and paraprofessionals) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district's adopted basic program for mathematics for each teacher's grade level or program level.	1 2 3 4		
4.6 The district provides the school's teachers with ongoing professional development and training on Special Education Law, development and implementation of the contents of Individualized Education Programs (IEPs), and ensuring access to the general curriculum for students with disabilities.	1 2 3 4		
Section average score:			

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
E. Chudont Aobievement Monitorina Cuetan			
 5. Student Achievement Monitoring System. 5.1 Assessment facilitates LRE process/structures (e.g., qualified staff, strength-based vs. deficit-based strategies, documentation of progress within the general curriculum, and culturally appropriate assessment). Assessment used for determining special education services is strengths-rather than deficit-based. Progress toward specific IEP goals and the extent to which the student is accessing and progressing within the general curriculum (and developmentally appropriate activities for preschool children) is provided to parents at least as often as is provided for nondisabled students. Assessment includes information related to enabling the child to be involved and progress in the general curriculum (or for a preschool child, to participate in developmentally-appropriate activities). Assessment includes information provided by the parent as part of the assessment/IEP process. 5.2 Students are included within State and District Assessments and other forms of accountability that assess what the student is being taught and that measure ongoing student progress toward identified educational goals. All students participate in District and State assessments with or without accommodations or through an alternate assessment, as delineated in their IEP. 5.3 The school/district uses curriculum embedded assessments for monitoring the progress of students with disabilities towards end-of-year goals and IEP goals. Teachers use the information to plan and provide instruction targeted to each specific level of proficiency and academic ability level. 	1 2 3 4		
Section average score:			

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
6. On-going Instructional Assistance and Support for Teachers.			
6.1 Instructional assistance and support (coaches/content experts who are knowledgeable in special education techniques) should be provided to general and special education staff in the delivery of comprehensive, specialized instruction for students with disabilities.	1 2 3 4		
Section average score:			

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
	(0)	(0)	(4)
(1)	(2)	(3)	(4)
7. Monthly Collaboration by Grade level for Teachers			
Facilitated by the Principal.			
7.1 The school fosters a climate of collaboration between special and	1 2 3 4		
general education staff in promoting a climate and culture in which			
there is a sense of community where everyone belongs, is accepted,			
and is supported by peers and other members of the school			
community.			
 Special and general education teachers and other staff work collaboratively in 			
the planning and implementation of school programs and activities that			
promote positive school-wide climate.			
 General and special education teachers and other staff promote natural supports for students with disabilities within the school so that they can use 			
and share their abilities. Positive behavioral supports are used to promote a			
sense of community in all settings.			
☐ Teachers facilitate social interaction among students.			
Parents, staff, and students feel welcome and are respected as part of the			
school community.			
 Activities are infused throughout the curriculum that celebrate diversity, 			
cultural differences, and varied ability			
☐ The school site creates opportunities for community activities and cross-			
cultural activities that build school-wide ownership for all students			
7.2 There is coordination and cooperation with personnel working	1 2 3 4		
together and supporting each other (e.g., through team teaching, co-			
teaching, teacher and student assistance teams, and other			
collaborative arrangements).			
 Special and general education teachers and related services personnel have knowledge about children's disabilities, needs, and services. 			
 Special and general education teachers and related services personnel and 			
other agency staff work together to provide IEP services within the LRE.			
☐ Teachers are engaged in collaborative to educate all students.			
☐ General education teachers receive assistance from student assistance			
teams to help meet the needs of students.			

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
7.3 There is regularly scheduled, on-going collaboration among general education teachers and special education staff in order to plan and discuss the implementation of differentiated lesson delivery and supports for school personnel (including specialized instructional strategies, accommodations, modifications) to meet the needs of ALL students.	1 2 3 4		
High School Intervention Programs for Students Below Grade Level School/district provides students with disabilities who are at risk of failing the CAHSEE with programs in English Language Arts and Mathematics in addition to the requirements of the student's Individualized Education Plan (IEP).	1 2 3 4		
Section average score:			

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
8. Lesson Pacing Schedule			
8.1 Special education staff support students with disabilities in district/school wide lesson/ curriculum pacing schedules by consulting, designing and/or delivery of differentiated instruction.	1 2 3 4		
High School 8.2 Teacher/ department and Subject Matter Collaboration The school/district facilitates, provides time for and supports teacher, department, and subject matter collaboration among general education teachers and special education staff in order to plan and discuss the implementation of differentiated lesson delivery (including specialized instructional strategies, accommodations, modifications). Section average score:	1 2 3 4		

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
 9. Fiscal Support 9.1 There are fiscal and human supports provided for implementation of LRE. The principal ensures that all school-level supports are in place for implementation of LRE (e.g., collaboration, planning time, IEP planning time, available substitutes (including subs for general ed teachers attending meetings), ongoing staff development, and supports for participation at the IEP meeting for all required participants). The principal works with the District to ensure that necessary textbooks and other instructional supplies, including technology are made available for special and general education teachers to facilitate access to the general curriculum. Appropriate numbers of trained personnel are provided to implement LRE (teachers, related service staff, and paraprofessionals). Extracurricular opportunities are provided equally for all students (including students with disabilities) enrolled in the school. 9.2 The school/district general and categorical funds are used appropriately to support the special education program in all core subject areas in the school plan. Section average score: 	1 2 3 4		

Self-Assessment Summary Sheet

Average Score

Practice	Score	Priority	Improvement Tasks
0 Vision, expectations, leadership, and climate			
Issues:			
1 Instructional Program.			
Issues:			
2. Instructional Time			
Issues:			
3. School principals' instructional leadership			
training. Issues:			
4. Credentialed teachers and teacher			
professional development opportunity Issues:			
5. Student achievement monitoring system			
Issues:			
6. On-going instructional assistance and			
support for teachers. Issues:			
7. Monthly collaboration by grade level for			
teachers facilitated by the principal.			
Issues:			
8. Lesson pacing schedule			
Issues:			
9. Fiscal support			
Issues:			

SODAS – Creative Problem Solving

S ituation – Define the problem	Options – What options do we have	D isadvantages of each option	Advantages of each option	Solution

If you agree to a solution, MAKE AN ACTION PLAN.

Action Plan

Site's Vision:						
What action is necessary?	Who is responsible?	What is the timeline?	How will we know if we are successful?	Who else needs to be involved?		
	. coponicio:			to be involved?		